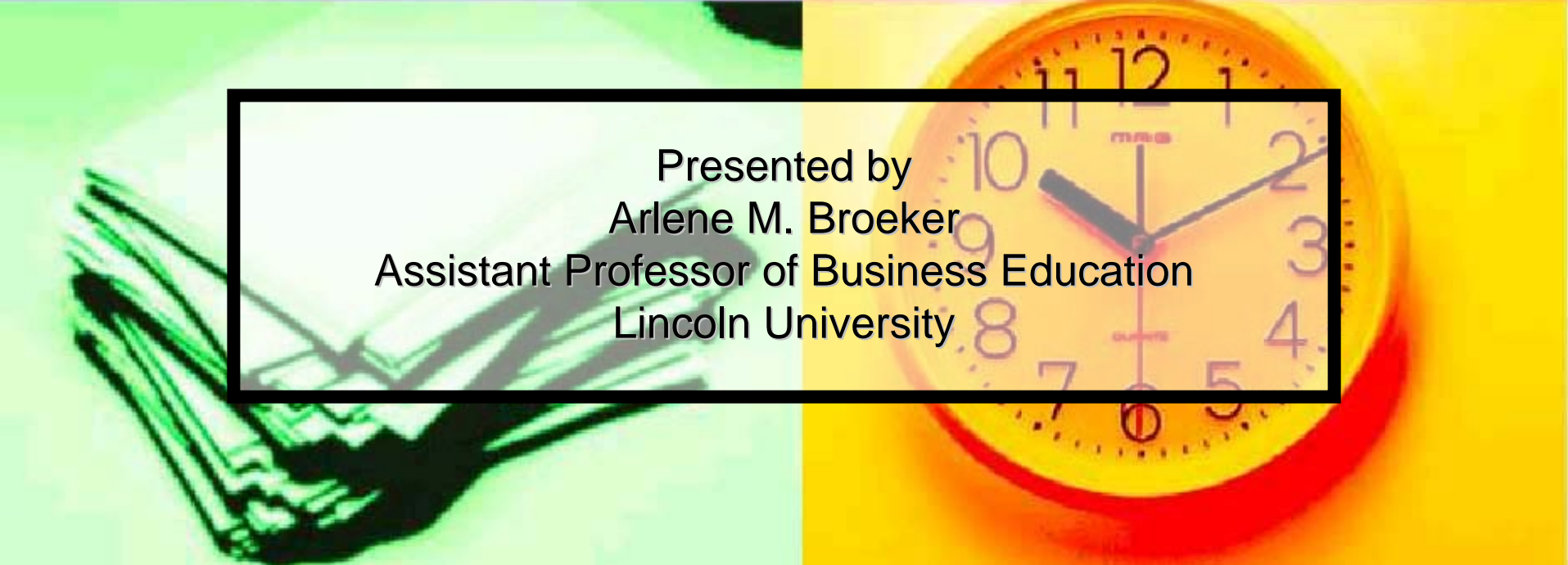


Create a Business Atmosphere Through Problem-Based Learning



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Project-Based Learning

- PBL can add real-world projects to your curriculum
- Provides opportunity for students to develop projects
 - Teacher establishes guidelines
 - Students develop projects that are timely and appeal to their generation and interests



What is PBL?

- A model for classroom learning that shifts away from short, isolated teacher-center lessons and emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices.
- It's a way of getting to competency-based mastery learning



How to get started

■ Brainstorming

- Technique to generate ideas for projects
- Useful to evaluate or revise work

■ Student led discussions

- Get students involved in the process
- Ground rules will help establish a structure for productive discussions



Project Development

- #1 Researching the project idea
 - Students focus on project content
 - Use secondary sources or interview professionals
- #2 Planning the project presentation
 - Students focus on project design
 - Storyboard the layout
 - Follow guidelines provided by teacher



Project Development

■ #3 Constructing the project

- Students connect the content to the design
- Write, design, collect multimedia elements, decide on text/format

■ #4 Obtaining feedback from the teacher

- Teacher serves as facilitator
- Can suggest additional resources, ways to enhance project, provide positive feedback



Project Development

- Suggestion: Students should keep a log of the work they complete during each class session
- #5 Presenting the project
 - Students demonstrate completed project and enhance presentation skills
 - Present to peers, business leaders, student organization competitions

Real-World Ideas for PBL

Brochure	Celebrity Letters
Magazine	PowerPoint Presentations
Cartoon or E-Valentine	Multimedia Project
Paper Portfolio	Digital Portfolio



Connect with business

- Have suggestions (think of something students need to know or what's going on in the community)
- Connect with people in the business world and have them help you with ideas
- Business people can verify that projects are legitimate and useful--in a real world context.



Project Evaluation

- Scoring guides for projects
 - Student-created rubrics emphasize student decision-making, collaborative learning, performance-based assessment, and real world connections.
- Peer design reviews give students the chance to learn from each other and learn to critique constructively



Project Evaluation

- Invite business leaders to serve as project reviewers
 - Shows students are being prepared for real-world jobs
- Ask other educators to review projects--administrators, teachers from other departments or districts
 - Opportunity to share ideas, experiences, materials, resources



How do you monitor/grade?

- Instead of using answer keys, you can . . .
 - Rely on student-developed rubrics
 - Let students establish what is expected
 - Encourage students to learn by helping each other
 - Serve as facilitator for all groups
 - Put the responsibility of learning on students



Some advice

- Start with a well-managed class
- Work through the project yourself first, so you can see if you have taught the skills students need to be successful
- Don't depend on the project to do all your work—there will be the need for instruction along the way

More advice

- Be enthusiastic and involved—and involve students by letting them select their projects
- Look for teaching moments—take advantage of opportunities to teach something that wasn't part of the original design



A vertical stack of four images on the left side of the slide. From top to bottom: a blue clock face on a blue background, an orange clock face on an orange background, a green open book on a green background, and a blue open book on a blue background.

And more advice

- Take advantage of opportunities for interdisciplinary learning—let students apply and integrate content in an authentic way
- Encourage students to work in teams—in the real world, most people work with others. Students need to be comfortable in different roles. If a team has a problem, ask “What did you learn about making it work?”



How can you make PBL work?

- Begin by gathering resources:
 - #30-7500-I All Aspects of the Business/Organization: Making a Connection that Works! available from <http://www.iml.missouri.edu/>
 - Explore Websites such as
 - <http://www.studygs.net/pbl.htm>
 - <http://www.udel.edu/pbl/>
 - <http://www.samford.edu/pbl/>
- Keep a notebook with your ideas



Share Problem-Based Activities

- Students make a promotional video on a topic of their choice such as an event for Future Business Leaders of America. Edit the video to one minute
- Look for business assignments with real-world results (see Business Education Forum, April 2006) and suggested situations (attached)



Questions/Comments

- Questions about Problem-Based Learning?
- Comments?
- Ideas or projects to share?
- Have you found any good resources?